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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading Comprehension

The goal of reading is comprehension. According to Snow (2002, p. 11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that the primary activity of reading is to comprehend what the text about. It is because they do not know the exact meaning of the words that the writer uses. That is why, reading comprehension section always be given along with vocabulary section.

According to Klingner (2007, p. 2) Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and literacy. Comprehension is the active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of the text. Sharon and Sylvia (2004, p. 98) stated that reading comprehension includes the following:

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- a) Applying one's knowledge and experiences to the text,
- b) Setting goals for reading, and ensuring that they are aligned with the text,
- c) Using strategies and skills to construct meaning during and after reading,
- d) Adapting strategies that match the reader's text and goals,
- e) Recognizing the author's purpose,
- f) Distinguishing between facts and opinions, and
- g) Drawing logical conclusions.

The statement above informs us about reading comprehension is the ability to understand and get meaning from the written language. Reading comprehension means understanding what has been read. It is an active process which not only depends on comprehension skills, but also readers' background knowledge and experiences.

According to Syafi'i (2007, p. 2) there are several skills in reading comprehension. In this case, students should understand the components of reading, they are:

- a) Main idea

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually

expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are asking for the same information: (1) What is the main idea?, (2) What is the subject? (3) What is the topic? (4) What would be a good title?

b) Supporting Sentences

Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports main idea in order that all contents of text can be understood easily.

c) Making Inference/Concluding Sentences

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical

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conclusion based on the evidences; it can be about the author's viewpoints.

King and Stanly (1998, p. 331) stated that there are five components that may help students to read carefully:

1) Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-questions word. There are many types or questions: reason, purpose, comparison etc. in which the answer can be found in the text.

2) Finding main idea

Recognition of the main idea of the paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understand not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

3) Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. References words are usually short and very frequently pronoun, such as; it, she, he, they, this etc.

5) Making inference from reading text

Inference is skill where the reader has to be able to read between lines, King and Stanly divide it into main attentions, draw logical inferences and make accurate prediction.

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Reading comprehension as discussed above indicates that it is a complex process by which a reader tries to reconstruct a message encoded in graphic language by writer. It is an interaction between reader and author.

Harris and Smith (1986, p. 48) stated that there are five factors of reading comprehension. There are:

a) Background experience

In reading activity by having background experience the pupil will be easy to comprehend the reading text.

b) Language abilities

In the process of reading comprehension, language ability is important. One that must have basic knowledge of the English language such as: syntax, semantic, etc. in order to read a reading text.

c) Thinking abilities

Thinking is a basic component of comprehension, when we read a book, we have to see relationship to make comparisons, follow sequences of events, and engage in many number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

d) Affection.

Affective factors are important to comprehend educators increasingly recognizing that the students' interest, motivations,

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attitudes, beliefs, and feeling are important factors that cannot be taken for granted or ignored in educational process.

e) Reading purpose

The purpose of reading is important. The purposes may help some students focus on a key issue and a result for better understanding and important aspect of the story.

2. Nature of Narrative Text

According to Reinfandt (2012, p. 2), narrative is the recounting of one or more real or fictitious events communicated by one, two, or several narrators to one, two, or several narrates.

Narrative text tells about what is happening or what has happened. Syafi'i (2013, p. 47) maintained that narrative text tells a story to make a point or explain an idea so that, narrative text can be fun to read. It means that narrative text has function for pleasure.

A narrative typically contains action, dialogue, elaborate details and humor. This text can be fun to read. It tells a story to make a point or explain an idea or event. This type of text can be found in short story books, magazines, novels, movies etc. Narrative is popular because they present a plot which consists of complications and resolutions. They make people feel curious and anxious with the ends of the stories.

In narrative text, there are some generic text organizations. The generic structures of narrative text are:

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- 1) Orientation: It sets the scene and introduces the participants of the story such as the characters, time, and place. (It answers the question: who, when, what and where) and introduce.
- 2) Complication: the problems that arise in the story. The complication divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.
- 3) Resolution: the character that finds out the solution of the problem happened.

Syafi'i (2013, p. 48) stated that all narratives have certain elements in common, they are:

a) Unfold over time

Stories and events happen in a certain order. Events or experiences are listed in sequence of how they happened.

b) Display emotion

Narrative text connects readers to some sort of emotion felt by the text's subject. This text display emotion above, anger, sadness, pain, or joy.

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- c) Center on events more than ideas

Narrative tells a story but more precisely, it is a story that recounts events as they happened in order to make point.

2. Nature of the Question, Reduce, Read, and Review

Brunner (2011, p. 76) found that the purpose of the Question, Reduce, Read, and Review strategy is to provide a comprehensive way for students and teachers to engage with text. It provides activation of background knowledge, outlining or graphic organization, and reader reflection. This strategy is particularly beneficial to students when the reading is difficult and complex.

Brunner (2011, p. 76) explained that there are some steps of Question, Reduce, Read, and Review as follows:

- 1) Ask students to brainstorm what they already know about the topic.
- 2) Provide a graphic organizer or outline of the information, and discuss the contents with the class. This can be provided on paper or electronically with a PowerPoint.
- 3) Set the purpose for reading by instructing students to find information on two types of information in the text. This can be information that supports what has already been discussed or information that has not yet been discussed but is relevant.
- 4) Give students the reading selection, and ask them to predict the contents based upon the title.

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- 5) Tell students to read the text and be prepared to discuss new information, as well as any other material from the text that is relevant to the topic.

According to Brunner (2011, p. 77) stated that there are benefits of the Question, Reduce, Read, and Review:

- a) Provides structure for students when reading difficult and challenging material.
- b) Provides teacher the opportunity to pre- teach key vocabulary.
- c) Facilitates a deeper understanding of the text.
- d) Actively engages readers in the reading process.

B. Relevant Research

According to Syafi'i (2014, p. 102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. The writer has to analyze what the point is focused on inform the design, findings and conclusions of the previous researchers. It aims at avoiding plagiarism toward the design and findings of previous researchers. Those are some relevant researches of this research:

1. This research has relevance with the research by Fitri (2014) entitled "The Effect of Using Question, Reduce, Read and Discuss Strategy Toward Reading Comprehension in Recount Text of The Second Year Students at State Junior High School 25 Pekanbaru". The subject of this research was

the second year students of State Junior High School 25 Pekanbaru. And the object of this research was to analyze the use of Question, Reduce, Read and Discuss Strategy toward reading Comprehension in recount text. Based on the data analyzed, it shows that there is significant different between Question, Reduce, Read and Discuss strategy and conventional technique toward Reading Comprehension in Recount Text of the Second Year Students at State Junior High School 25 Pekanbaru. This is proven by the finding of t-test which is higher than t-table. It can be analyzed that $t_o > t_t$. It can be said that h_o rejected h_a was accepted.

2. The other research was conducted by Siti Mukhayatun (2016) entitled “The Effect of Using Preview, Question, Read, Summarize, Test (PQRST) Strategy on Students’ Reading Comprehension in Narrative Text at Islamic Boarding School Tahfizul Qur’an Sungai Pinang of Kampar Regency”. The design of her research was a quasi experimental research. She used cluster random sampling. She concluded that there was a significant effect of using Preview, Question, Read, Summarize, Test (PQRST) Strategy on Students’ Reading Comprehension in Narrative Text at Islamic Boarding School Tahfizul Qur’an Sungai Pinang of Kampar Regency. This proven by the finding of t-test which is higher than t-table. It can be analyzed that $t_o > t_t$. It can be said that h_o rejected h_a was accepted.

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C. Operational Concepts

Operational concept is a concept for a guidance to avoid misunderstanding. In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. Question, Reduce, Read and Review Strategy is an independent variable (X) and reading comprehension is a dependent variable (Y).

1. Indicators of Question, Reduce, Read and Review Strategy (variable X) based on Brunner (2011, p. 76) can be seen as follows:
 - a) The teacher asks the students to brainstorm what they already know about the topic.
 - b) The teacher provides the students a piece of paper containing outline of the information, and then discuss contents with the class.
 - c) The teacher sets the purpose for reading by instructing students to find information on two types of information in the text.
 - d) The teacher gives students the reading selection, and ask them to predict the contents based upon the title.
 - e) The teacher tells the students to read the text and be prepared to discuss new information, as well as any other material from the text that is relevant to the topic.
2. Indicators of students ability in reading narrative text comprehension (variable Y) based on Syafi'i (2007, p. 2), King and Stanly (1998, p. 331) can be seen follows:

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- a) The students' ability to identify main idea in narrative text.
- b) The students' ability to identify supporting idea in narrative text.
- c) The students' ability to identify the generic structure in narrative text.
- d) The students' ability to identify the meaning of vocabularies in narrative text.
- e) The students' ability to identify locating reference in narrative text.

D. Assumption and Hypothesis**1. Assumption**

In this research, the writer assumes that the students who are treated Question, Reduce, Read and Review strategy achieve better reading comprehension than those who are not treated Question, Reduce, Read and Review strategy. This assumption made by the writer because of the reason: According to Brunner (2011, p. 77), Question, Reduce, Read and Review strategy provides structure for students when reading difficult and challenging material and facilitates a deeper understanding of the text.

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2. Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

a) The Null Hypothesis (H_0)

There is no significant effect of using Question, Reduce, Read, and Review strategy on students' reading comprehension in narrative text of eight grade at State Junior High School 14 Mandau.

b) The Alternative Hypothesis (H_a)

There is a significant effect of using Question, Reduce, Read, Review strategy on students' reading comprehension in narrative text of the eight grade at State Junior High School 14 Mandau.